**HNRS 270 or 271 Course Proposal Form** May 2017

**Please “Save As” on your own drive or folder. This document and the course syllabus are then uploaded on the Course Proposal Form page on the college’s website. Detailed descriptions of course requirements and learning outcomes for HNRS courses are available there or from the Honors or General Education Director.**

1. **Name of person completing this form**: Click here to enter text.
2. **Course Number:** Choose an item.
3. **Section Title:** Click here to enter text.
4. **Section description for the COL including a central question or questions to be addressed in the course. Students are the primary audience for this description. Do not include details so specific that they are likely to change from year to year.** **Maximum length = 150 words.**
Click here to enter text.
5. **Does this topic have a Global perspective?** Choose an item.
6. **Critical Skills: All HNRS sections emphasize Writing. Which of the other critical skills will also be emphasized?** Choose an item.
7. **Anticipated instructor(s):** Click here to enter text.
8. **Beyond standard classrooms, does this course require any additional resources, library holdings, or equipment? If so, please describe what is needed and which program or budget will be responsible for these.**
Click here to enter text.

**Requirements common to HNRS & INQ 270 and 271**

1. **If this course has a Global perspective, explain the justification for that designation. If you are not requesting to designate this section as Global, you may skip this question.**

Click here to enter text.

1. **Humanities faculty members have agreed that all sections share humanities methodologies including the analysis of works and contextualization. Describe how students will learn these and other humanities methodologies in your course. How will you make it evident to students that these are methodologies of the humanities and are used more generally than just in this class? How will you help students understand the ways that the humanities attempt to approach problems?**

Click here to enter text.

1. **Describe the amount and types of writing students will do.**

Click here to enter text.

1. **Describe the instruction in or support for writing process you will provide.**

Click here to enter text.

1. **What makes this course a “focused inquiry” (see Guidelines document on web)?**

Click here to enter text.

1. **Describe the number and types of assignments that justify the selection of this course’s second critical skill. Courses emphasizing Oral Communication should include at least one formal oral presentation. Please describe format and length expected. Courses emphasizing Quantitative Reasoning should include at least three of the five QR Skills. Please describe which this course will include.**
	1. **Gather or select data appropriate for its intended purpose including consideration of appropriate controls, variables, and conditions.**
	2. **Represent data to help reveal its utility for a given purpose by creating tables, graphs, figures, calculations, or models.**
	3. **Interpret important features or trends in data from tables, graphs, figures, or models.**
	4. **Use data in decision-making; explain how quantitative evidence supports conclusions.**
	5. **Handle uncertainty or significance of data by applying or interpreting measures of uncertainty, error, or statistical significance.**

Click here to enter text.

1. **Describe instruction in or support for Quantitative Reasoning or Oral Communication you will provide.**
Click here to enter text.
2. **Is the content of this course clearly focused either pre- or post-1500? If not, please explain why you have chosen the 270/271 course number you did.**

Click here to enter text.

**Requirements specific to HNRS**

1. **HNRS courses should include assignments and readings that are more challenging or more sophisticated than would be used in equivalent non-Honors courses. Please describe how this occurs in your course.**

Click here to enter text.

1. **HNRS courses require students to make connections between course content and personal, civic, or global issues. Describe how you will accomplish this.**

Click here to enter text.

1. **HNRS courses require students to engage with a community beyond the classroom. This engagement should be significant, equivalent to a minimum of several hours of class time or a significant graded assignment. Describe how this occurs in your course.**

Click here to enter text.

**Global requirement—complete this section only if you are requesting Global Designation**

1. **Which Global Perspective learning outcome will this course address?**

Choose an item.

1. **Describe assignments and pedagogies that help students develop the analysis skills needed for the specific the learning outcome you chose. Be specific in your description and the placement of these assignments in the course schedule. BE SURE THAT THESE ASSIGNMENTS SHOW IN YOUR SYLLABUS.**

Click here to enter text.

1. **Describe the assignment that will be used in this course that will allow the faculty member to assess this learning outcome.**

Click here to enter text.

**Feel free to add any additional information or comments you would like to share with HonPAG and GEC.**

Click here to enter text.